



Overview of the Partnership for Assessment of College and Career Readiness (PARCC)

November 2, 2010

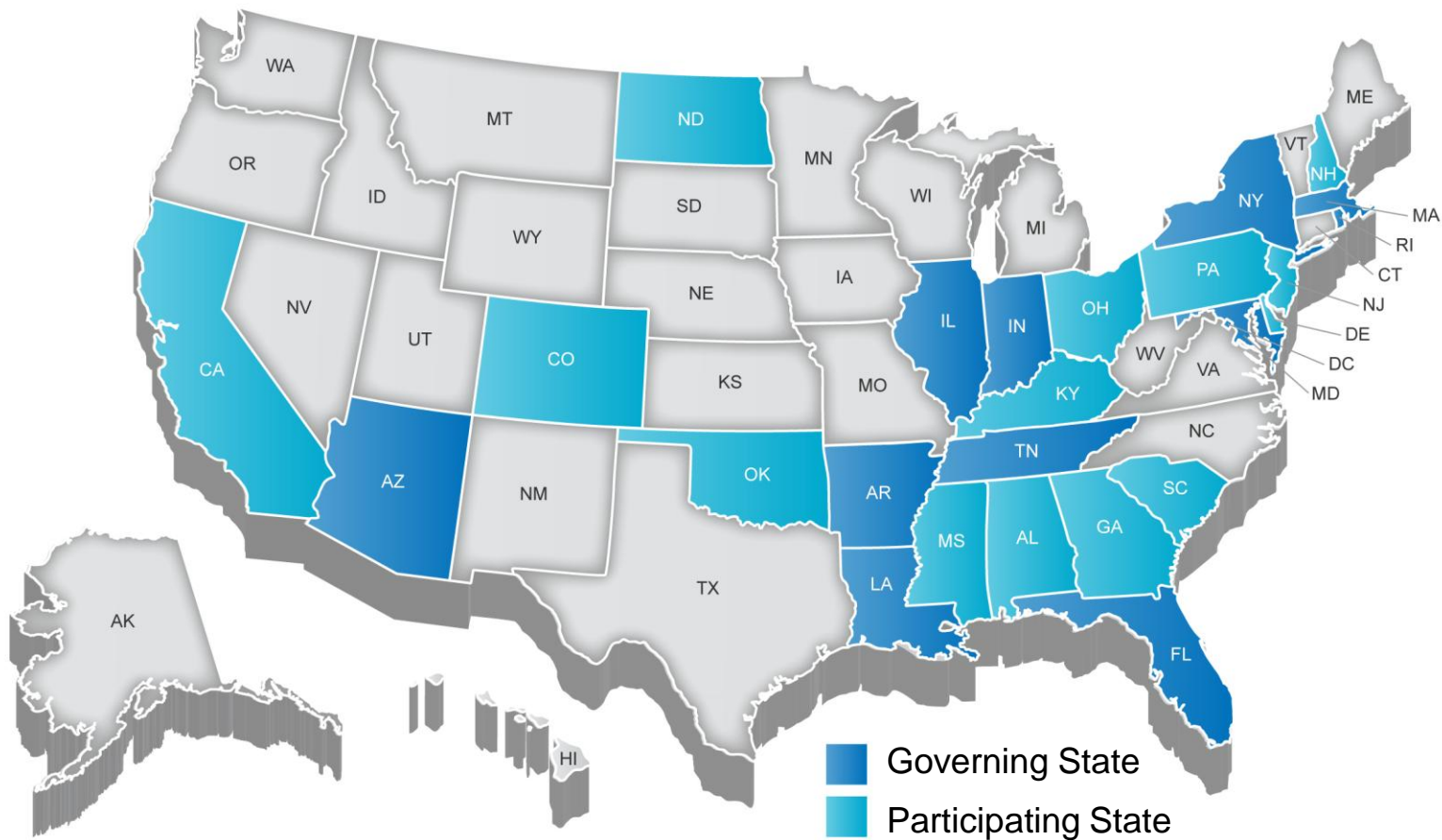
Race to the Top Assessment Program Competition



- ◆ \$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.
- ◆ Competition asked consortia to design assessment systems that meet:
 - Accountability
 - Instructional improvement
- ◆ In September 2010, the U.S. Department of Education awarded two grants:
 - Partnership for Assessment of Readiness for College and Careers (PARCC)
 - Smarter Balanced Assessment Consortium (SBAC)
- ◆ The winning consortia have four years to develop assessments systems, and participating states will administer new assessments statewide by **2014-2015**.



PARCC States



PARCC Project Management Partner



- ◆ PARCC selected Achieve as its Project Management Partner to coordinate the work of the Partnership, leveraging the organization's experience in developing educational standards (including the Common Core State Standards) and its experience in multi-state assessment development.
- ◆ Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare students for postsecondary education, work, and citizenship. It was created by the nation's governors and business leaders in 1996 following the first National Education Summit.
- ◆ Achieve's Board is co-chaired by Gov. Phil Bredesen (D-TN) and Intel Chairman Craig Barrett and consists of Democratic governors, Republican governors and CEOs.



PARCC's Fundamental Goal

States in the Partnership are committed to building their collective capacity to increase the rates at which students graduate from high school prepared for success in college and the workplace.



Theory of Action: Assessment System Design



- ◆ **More Meaningful Standards:** The Partnership's assessment system will be anchored in the Common Core State Standards.
- ◆ **Higher Quality Tests:** PARCC assessments will include items and performance tasks to measure critical thinking, strategic problem solving, research, and writing.
- ◆ **Through-Course Testing:** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- ◆ **Maximize Technology:** PARCC assessments in most grades will be computer based.
- ◆ **Cross-State Comparability:** States in PARCC will adopt common assessments and common performance standards.



Theory of Action: Intended Outcomes



States in PARCC will use the common assessments to:

- ◆ Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- ◆ **Compare results against a common high standard** because readiness shouldn't differ across states or income levels.
- ◆ Help make **accountability** policies based on more meaningful assessments.
- ◆ **Promote good instruction** by providing teachers useful, meaningful and timely information to help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.



Theory of Action: Key Stakeholders



Teachers, School Leaders, District Administrators, and State Officials

- ◆ Stakeholders will have a wider variety of useful performance data throughout the year.

Higher Education

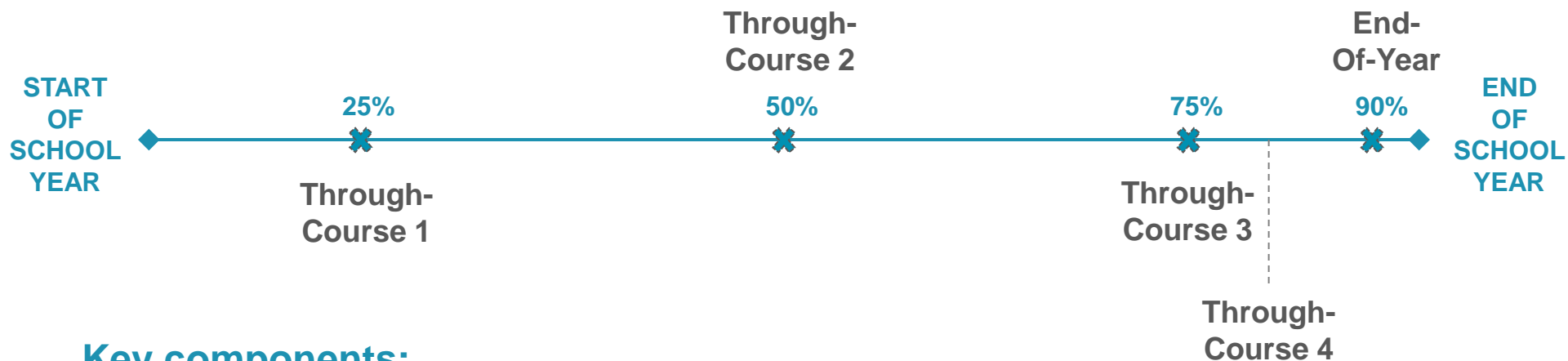
- ◆ Assessments will identify whether students are prepared to succeed in entry-level, credit bearing postsecondary courses by the time they graduate from high school.

Parents, Students, and the Public

- ◆ The Partnership's assessments will give information about student performance relative to children in other states and against achievement standards anchored in college- and career-ready knowledge and skills.



Proposed Assessment System Design: Distributed Summative Assessment

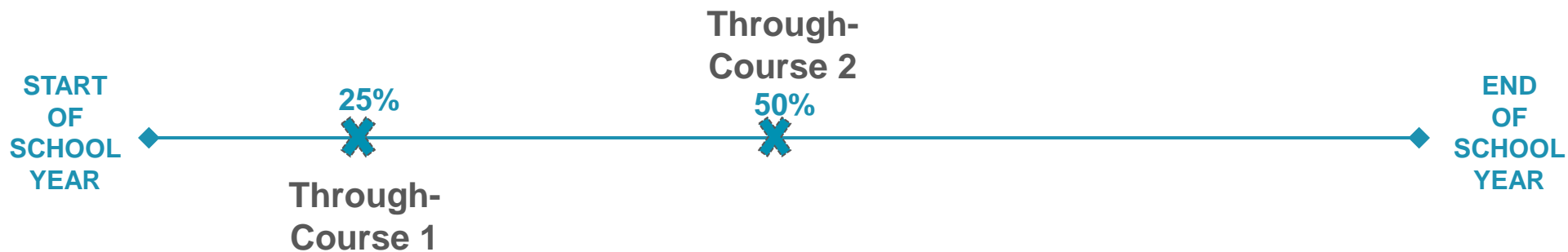


Key components:

- ◆ Three through-course components distributed throughout the year in ELA and mathematics, Grades 3-11.
- ◆ One speaking/listening assessment administered after students complete the third through-course component in ELA; required but not part of summative score.
- ◆ One end-of-year assessment



Proposed Assessment System Design: Distributed Summative Assessment



Through-Course 1 and 2:

- ◆ **ELA-1 and ELA-2:** One or two tasks involving reading texts, drawing conclusions, and presenting analysis in writing.
- ◆ **Math-1 and Math-2:** One to three tasks that assess one or two essential topics in mathematics (standards or clusters of standards).



Proposed Assessment System Design: Distributed Summative Assessment

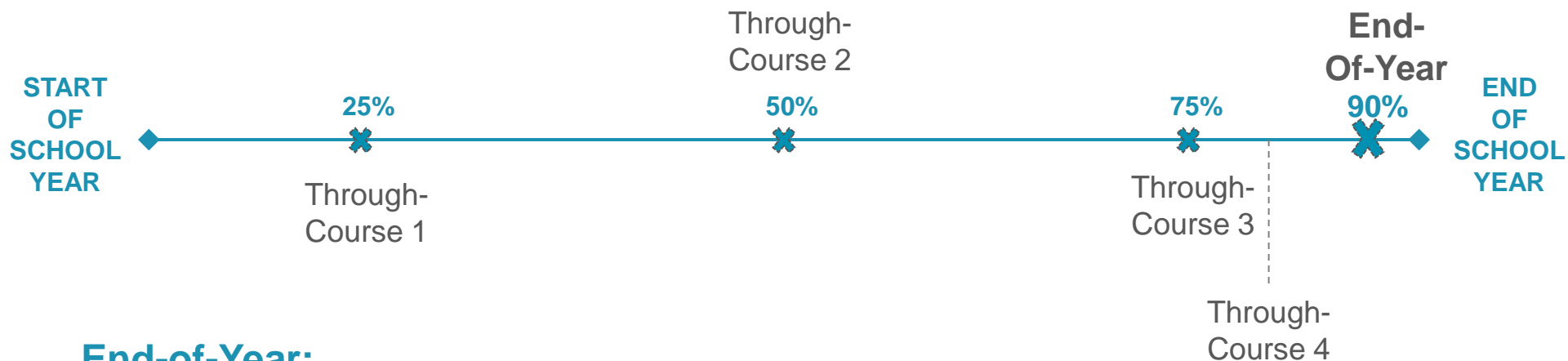


Through-Course 3 and Through-Course 4 (ELA only):

- ◆ **ELA-3:** Performance task(s) that require evaluating information from within a set of digital resources, evaluating their quality, selecting sources, and composing an essay or research paper.
- ◆ **ELA-4** (speaking and listening): Students will present their work from ELA-3 to classmates and respond to questions. Teachers will score, using a standardized rubric, and can use results in determining students' class grades.
- ◆ **Math-3:** Performance task(s) that require conceptual understanding, procedural fluency, and application of mathematical tools and reasoning.



Proposed Assessment System Design: Distributed Summative Assessment



End-of-Year:

- ◆ **EOY:** Comprehensive, computer-scored assessment that includes a range of item types, including innovative, technology-enhanced items. Enables quick turnaround of student scores.

A student's summative score—used for accountability purposes—will include his/her performance on Through-Course Assessments 1, 2, and 3 as well as the End-of-Year assessment.



Proposed Assessment System Design: Distributed Summative Assessment



Administration and Scoring:

- ◆ Overall assessment system will include a mix of constructed response items, performance tasks, and computer-enhanced, computer-scored items.
- ◆ Assessments for grades 6-12 will be administered via computer while 3-5 will be administered via paper and pencil (in the short term).
- ◆ Combination of artificial intelligence (AI) and human scoring will be employed; states will individually determine the extent to which teachers will be involved in scoring.



Proposed Assessment System Design: Distributed Summative Assessment



Formative Tools:

- ◆ **Partnership Resource Center (PRC):** an online, digital resource that includes two supports –
 - Released items with item data, student work, rubrics.
 - Model curriculum frameworks.
- ◆ **Text Complexity Diagnostic Tool:** a computer-adaptive tool to identify students' proximate zone of development and supply suggestions for appropriate texts for students to read.
- ◆ **K-2 Assessments in ELA/Literacy and Mathematics.**



Professional Capacity-Building



The Partnership's Professional Capacity-Building Plan:

- ◆ A leadership cadre of content experts (Higher Ed and K-12)
- ◆ Training tools for implementation of assessment system
- ◆ Training tools for interpreting and using assessment results
- ◆ Additional tools related to the CCSS and the common assessments:
 - Curriculum frameworks
 - Sample tasks and items



Communications and Engagement



Partnership-Wide and State-Level Communications Mechanisms:

- ◆ Public outreach beginning in Fall 2010
- ◆ Targeted coalition-building within each state
- ◆ College-ready outreach strategy for students and families
- ◆ K-12 educator engagement strategy
- ◆ Higher education engagement strategy



Higher Education: Key PARCC Partner



- ◆ 200 postsecondary systems and institutions across all 26 PARCC states – representing nearly 1,000 campuses are committed as partners.
- ◆ Role of Higher Education:
 - Partner with K-12 to develop college-ready high school assessments in English and mathematics.
 - Guide long-term strategy to engage all colleges and universities in PARCC states.
 - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses.
- ◆ Ultimately, PARCC college-ready assessments will help more students enter colleges better prepared and more likely to complete degree and certificate programs.

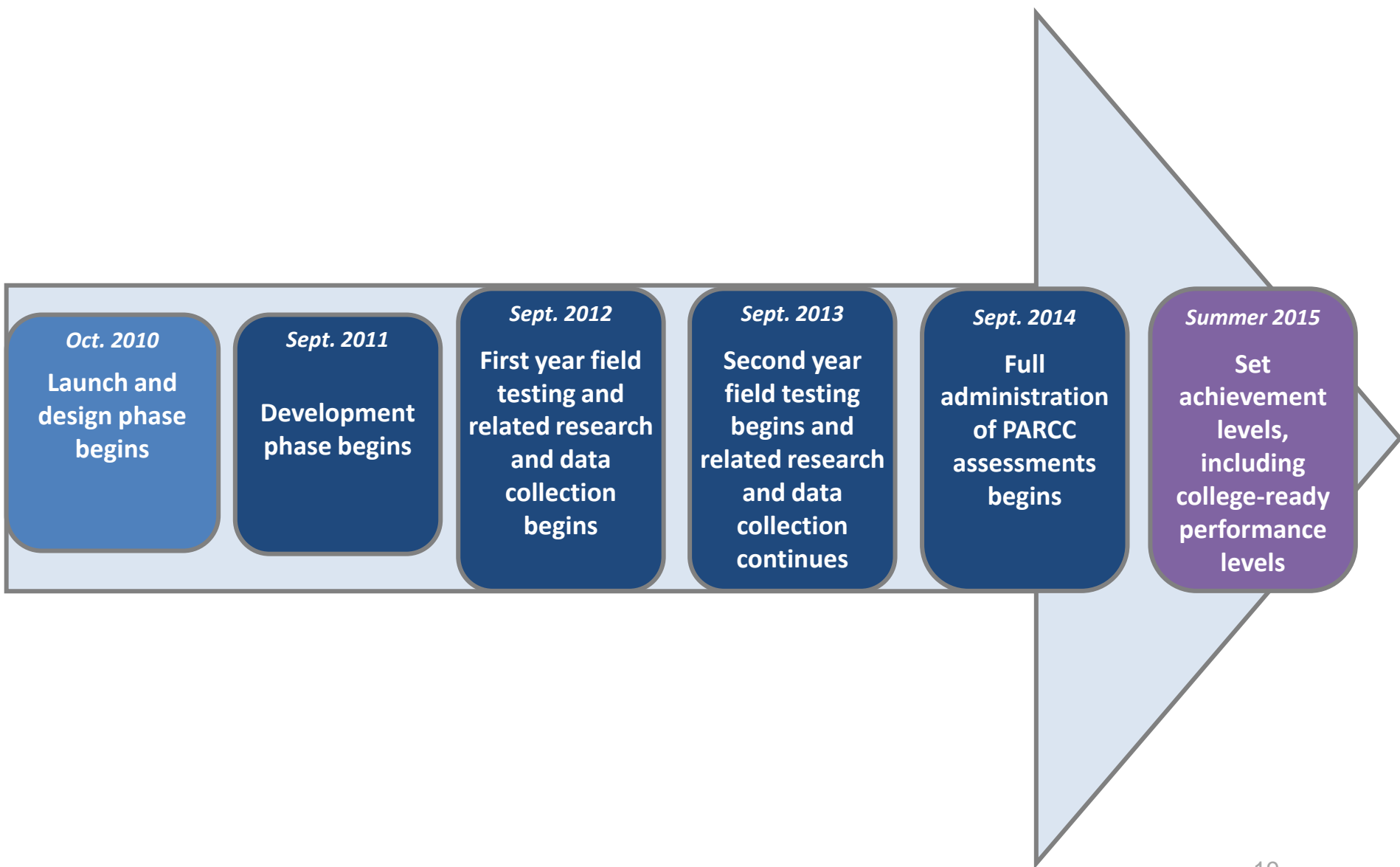


Expected Outcomes of Higher Education Involvement



- ◆ Better alignment of high school curricula with first-year college courses.
- ◆ Development of “bridge courses” and exploration of dual enrollment policies.
- ◆ Targeted college readiness supports to help students make the transition.
- ◆ Alignment of exit standards in high school with placement expectations of postsecondary systems.





Moving Forward with AIMS



AIMS will continue to assess the current Arizona Academic Standards through 2014

- ◆ Blueprint will remain the same
- ◆ Proficiency levels will remain the same
- ◆ Multiple choice (MC) questions will continue
- ◆ Writing extended response will continue using holistic rubric
- ◆ Field testing of new MC items will continue in 2011 and 2012

The Common Core Crosswalk with Arizona Academic Standards will assist in determining where classroom instruction will need to address both standards

Field Testing for PARCC will be in 2012-2013 and 2013-2014





*Partnership for Assessment of
Readiness for College and Careers*

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